



Office of the Deputy Mayor for Education

- The Mayor created the Department of Education to elevate the emphasis on public education to its highest level.
- The DME addresses a long-standing need in the District – the lack of central, coordinated, and aligned service delivery across all education levels, from birth into adulthood, pre-K through post-graduate work.

The Education and Youth Development Plan

- Build upon the work of the Statewide Commission on Children, Youth, and Families (SCCYF) to ensure alignment of strategic action plans and initiatives from across the District
 - assess their implementation/progress
 - identify overlaps and gaps
- Gather feedback and input from a wide array of stakeholders regarding aspirations and needs
- Make recommendations for the future of education and positive youth development in the District of Columbia
- To be used as a guiding document for the Office of the Deputy Mayor for Education
- Mandated by Council in the FY2010 Budget Support Act of August 2009

About Double the Numbers

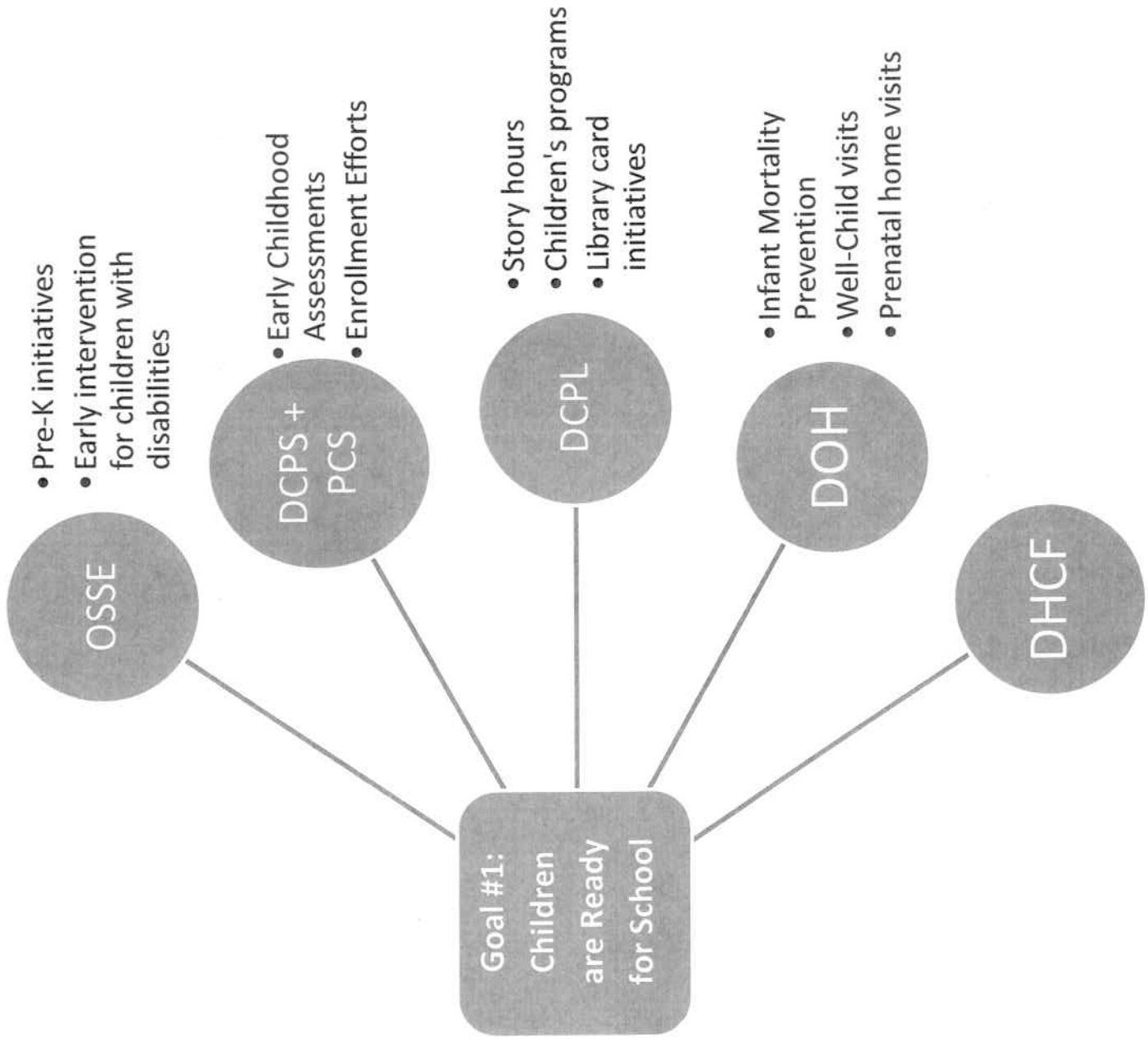
- **Double the Numbers was created in March 2007** through a Memorandum of Understanding (MOU) between twelve signatories and the Bill and Melinda Gates Foundation
- **The purpose of DTN is to double the number** – from 9% to 18% – of District of Columbia Public School (DCPS) and public charter school **9th graders who ultimately graduate from post-secondary education** within five years of high school completion
- **Double the Numbers is a coordinated, citywide coalition** assembled to address the key issues facing students on the pathway from secondary school entrance to college completion
- In the last two years, the **coalition's efforts have shown signs of progress** along significant areas
- DTN recently completed a **rigorous process to create a three-year operational plan**; the coalition is now **poised to accelerate our impact** through renewed commitment to our goals and clarity about our top priorities

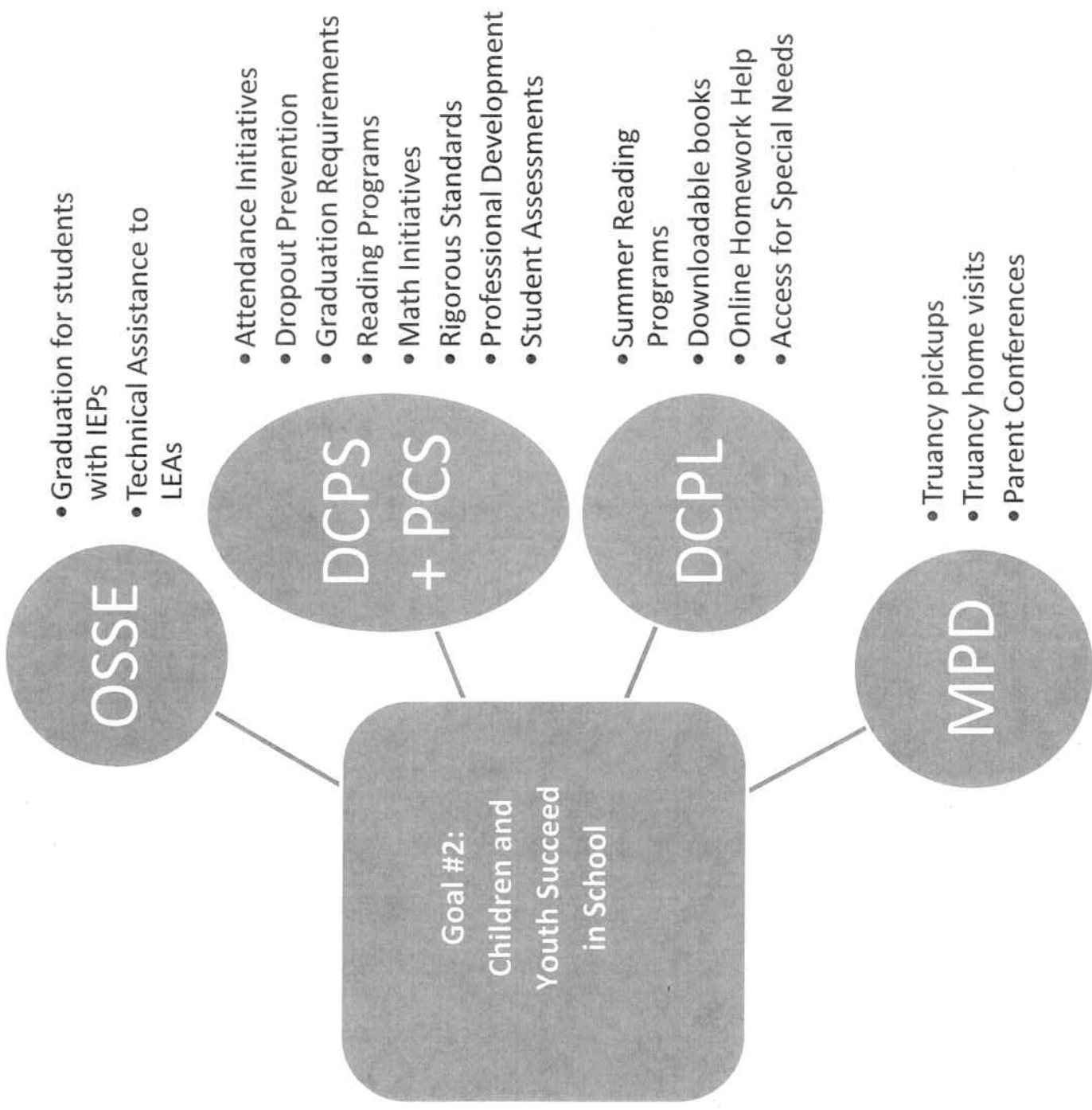
The coalition has developed a comprehensive approach aligned with the key transition points from secondary school through college graduation

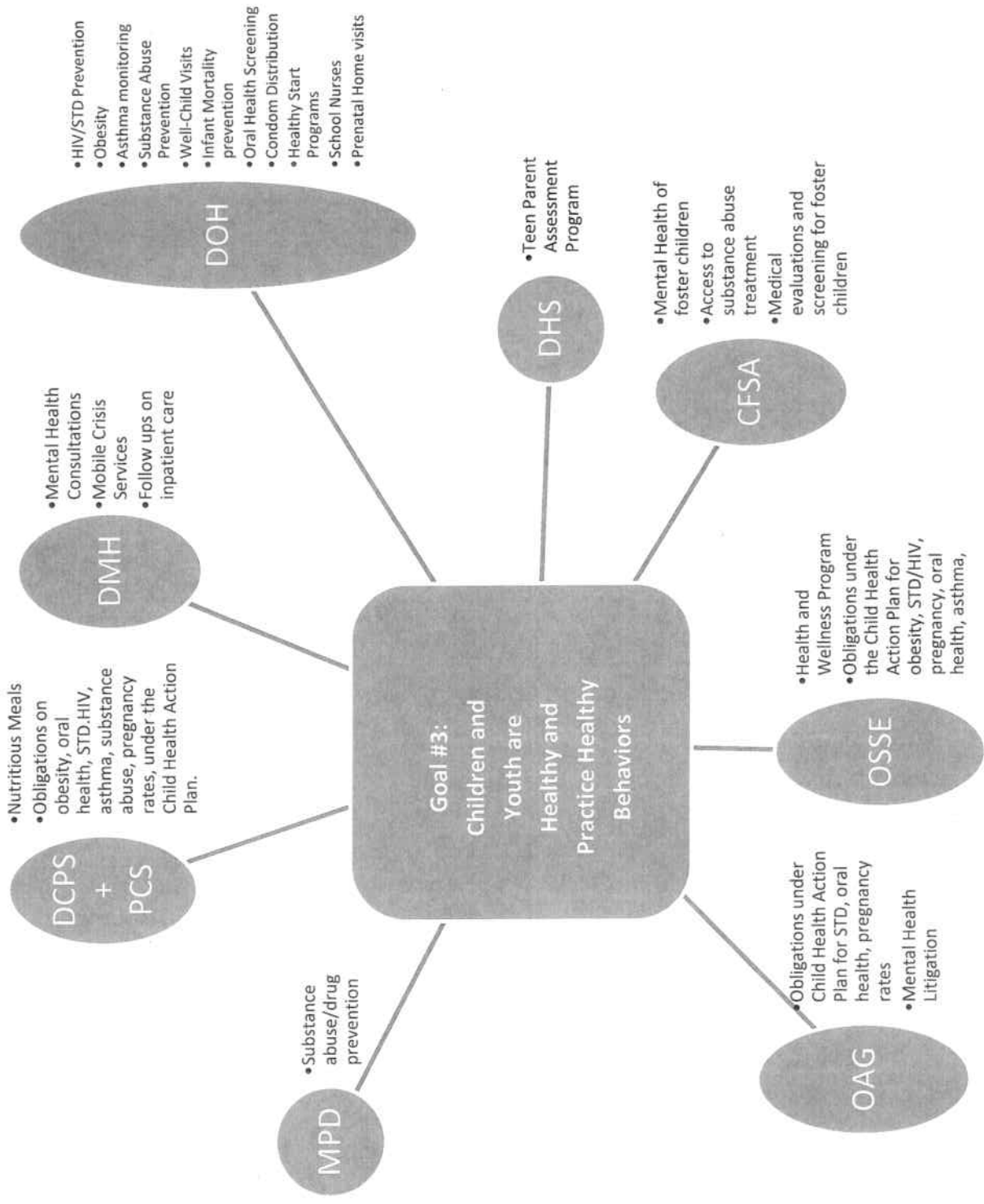
DTN Components

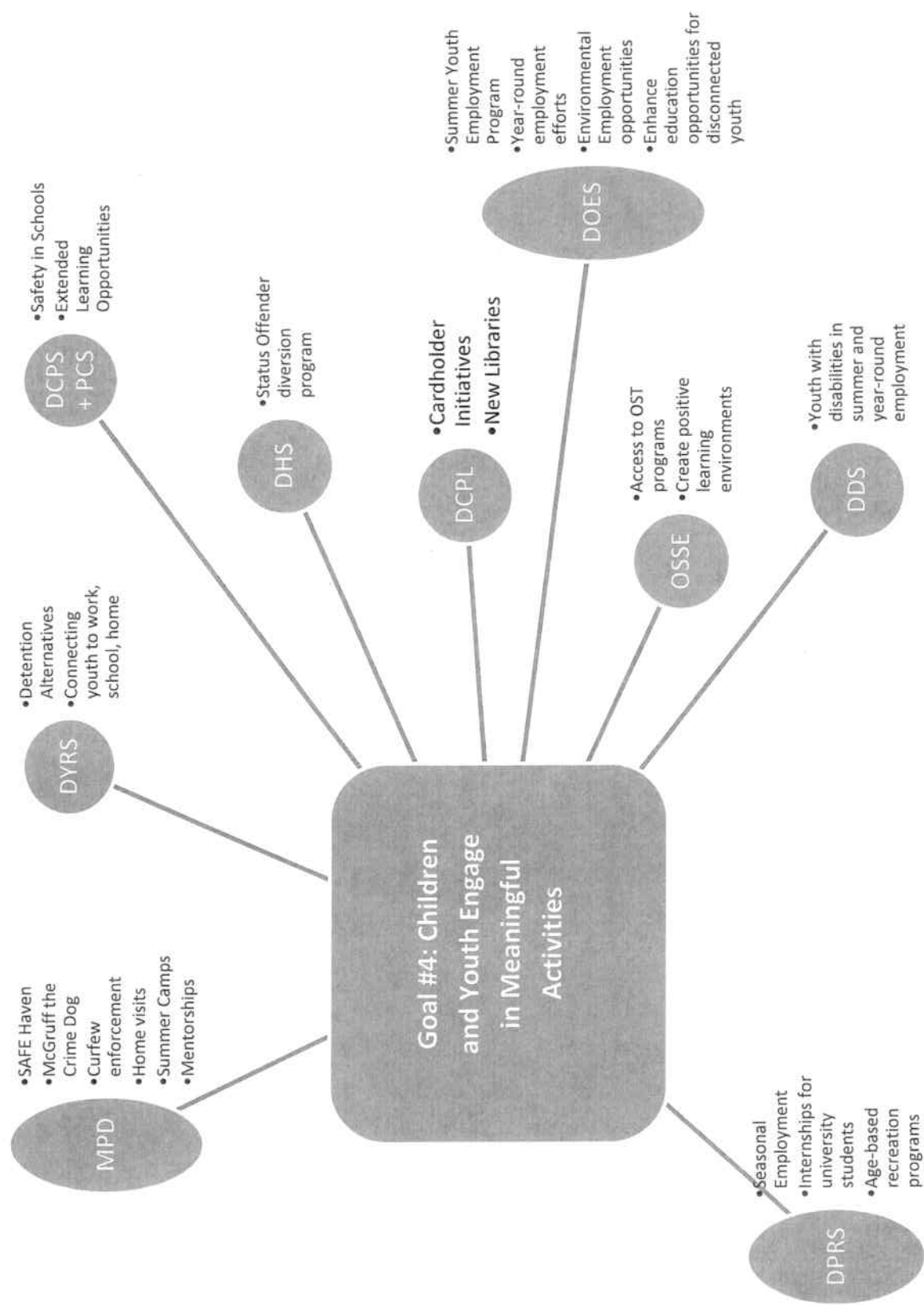
Action areas

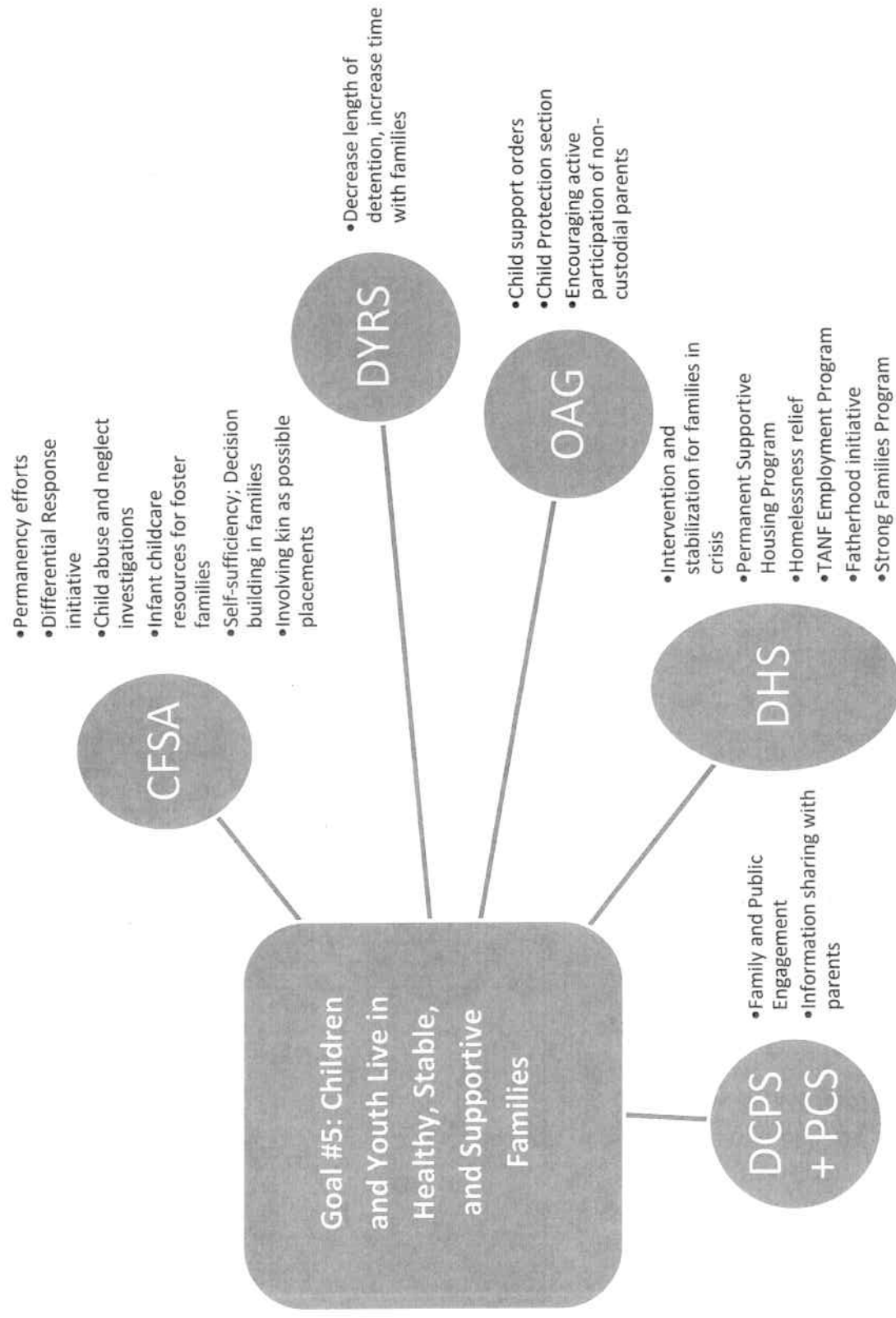
Three key transition points	Increase college-ready high school graduates	Assist with implementation of secondary school transformation strategy focused on increasing college-ready HS graduates
	Improve postsecondary transitions	Support establishment of college going culture in all DC secondary schools and outside of school time
	Increase college persistence	Educate, counsel, and guide students/parents on college prerequisites
		Lessen financial barriers for students to enroll in, and persist through, post-secondary education
		Strengthen and scale effective CAPs in high schools
		Improve cluster colleges to increase retention/graduation rates, especially UDC
Underlying foundations		Expand PSE options: new cluster colleges, 2-yr college pathway
	Utilize data to inform policy and practice	Establish P-16 data system and list of interim indicators to monitor student progress and increase accountability
	Create an environment for reform	Engage leaders and the public through an active campaign and policy agenda reinforcing the DTN strategy
		Create a strong coordinating mechanism to align school-based and citywide efforts

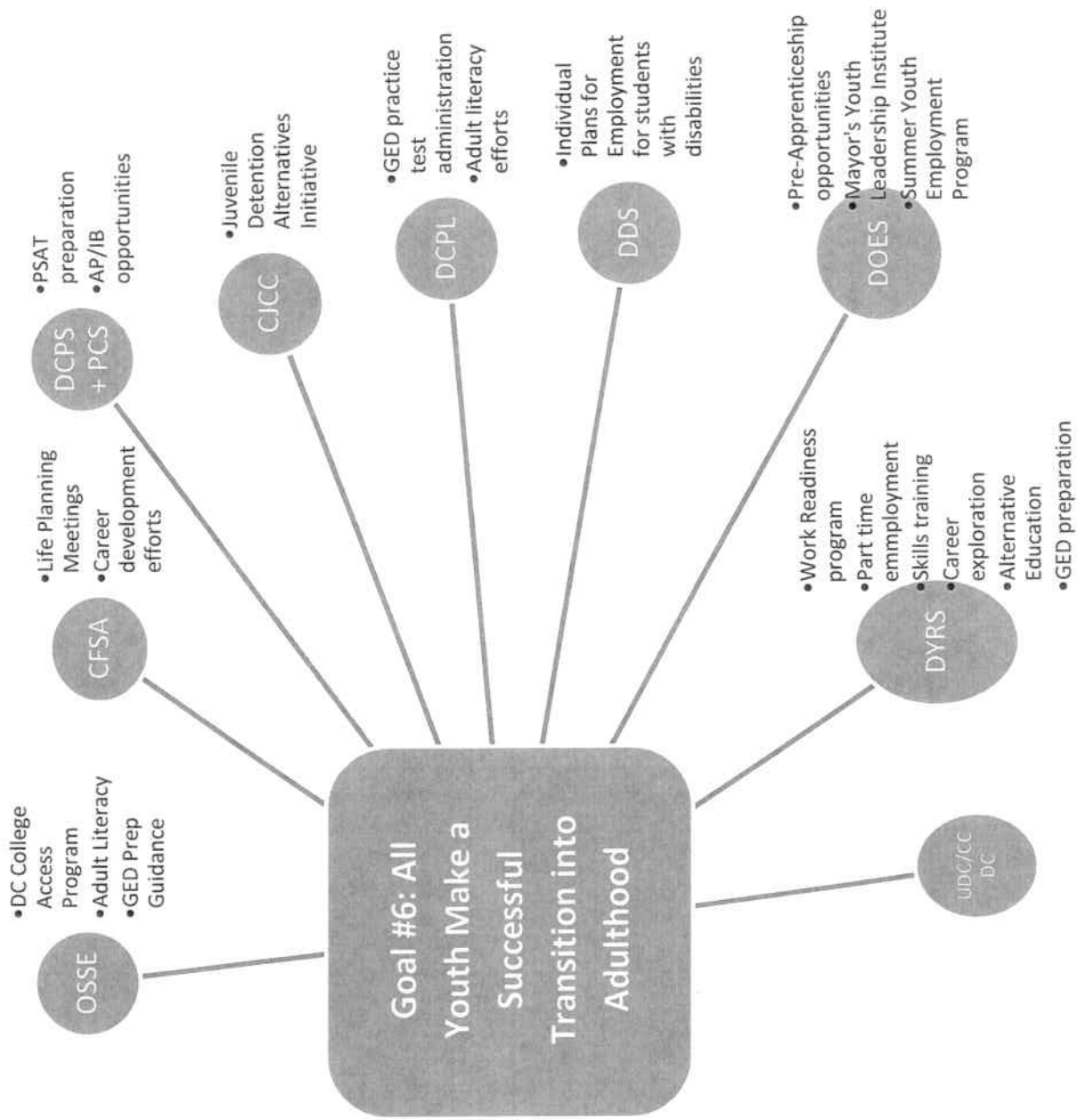












Defining College and Career Readiness		
Organization	College Ready	Career Ready
Achieve - American Diploma Project Network	Prepared for any postsecondary education or training experience (2- and 4-year institutions, certificates, licences, etc.)	Having the english and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for a chosen career
	Possessing the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without needing remedial coursework	A "career" differs from a job in that it provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education.
Association for Career and Technical Education		Three skill areas: core academic skills, employability skills, and technical , job-specific skills
		Academic Skills: foundational knowledge, especially in math and English language arts; academic skills necessary to pursue postsecondary education without remediation; the ability to apply academics in context (i.e. writing memos, analyzing articles, data analysis)
		Employability Skills: include critical thinking, adaptability, problem solving, oral and written communications, collaboration and teamwork, creativity, responsibility, professionalism, ethics, and technology use
		Technical Skills: while many career opportunities offer on-the-job training, some technical or industry-based skills must be acquired in advance
Common Core Standards Draft	Reading: "staircase" of increasing complexity; all students are ready for college- and career-level reading no later than the end of high school; progressive development of reading comprehension through the grades; diverse texts (including foundational U.S.	
	Writing: the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence; the ability to research and present findings	
	Speaking and Listening: gaining, evaluating, and presenting increasingly complex information, ideas, and evidence through listening and speaking as well as through media (including formal presentations and informal student collaboration)	
	Language: students will grow their vocabularies; students will determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases; students must be able to make informed, skillful choices among the many ways to express themselves through language	
	Media and Technology: skills related to media use (critical analysis and production of media)	
	Mathematics:	
	*A solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions & decimals	
	*Kindergarten: focusing on the "number core" - learning how numbers correspond to quantities and learning how to put numbers together and take them apart	
	*Procedural skills and conceptual understanding (make sure students are learning and absorbing/retaining)	
	*Following a strong foundation built in K-5, students can do hands-on learning in geometry, algebra, and probability and statistics; Students will be well prepared for algebra in grade 8	
	*Middle school standards are robust and provide a coherent and rich preparation for high school math	
	*High school standards call on students to apply mathematical ways of thinking to real world issues and challenges and prepare students to think and reason mathematically	
	*High school standards emphasize mathematical modeling (the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions); modeling links classroom math and statistics to everyday life, work, and decision-making	

What is “College and Career Ready?”

Cynthia Schmeiser, ACT’s **Education Division** president and chief operating officer:

“ACT defines college readiness as acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution, such as a two- or four-year college, trade school, or technical school,” she said. “Simply stated, readiness for college means not needing to take remedial courses in postsecondary education or training programs.”

“Unfortunately, there are far too many in this country who believe that the level of achievement needed for high school graduates who want to enter workforce training programs is far less than that needed for those students who plan to enter some form of postsecondary education. ACT research shows that career readiness requires the same level of foundational knowledge and skills in mathematics and reading that college readiness does.” “What Does Being ‘College and Career Ready’ Mean,” *Washington Post*, April 29, 2010.

Association for Career and Technical Education:

“While there is no debate that a rigorous level of academic proficiency, especially in math and literacy, is essential for any post-high school endeavor, the reality is that it takes much more to be truly considered ready for a career,” the paper reads. “Career readiness involved three major skill areas: core academic skills and the ability to apply those skills to concrete situations in order to function to function in the workplace and in routine daily activities; employable skills (such as critical thinking and responsibility) that are essential in any career area; and technical, job-specific skills related to a specific career pathway.”

“‘Career Ready’ vs. ‘College Ready’,” *Inside Higher Ed*, April 14, 2010.

Introduction to the Common Core State Standards, June 2, 2010:

Defines standards for “College and Career Readiness” as those that are:

- Aligned with college and work expectations;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and,
- Evidence and/or research-based.



STATE COLLEGE- AND CAREER-READY HIGH SCHOOL GRADUATION REQUIREMENTS

Clear and compelling evidence shows that the level of the courses students take in high school is one of the best predictors of their success in college and the workplace. This is particularly true in mathematics: Data show a strong correlation between taking higher-level mathematics courses in high school and achieving success in college and employment in high-growth, high-performance jobs. Rigorous course-taking matters for all students, but it is particularly important for students from disadvantaged backgrounds.

Taking a challenging high school curriculum — including but not limited to content typically taught in Algebra II — cuts in half the gap in college completion rates between white students and black and Latino students. The *number* of courses students are required to take has been on the rise for the past quarter century, but until recently, few states specified *which* courses students are required to take and set their graduation expectations at the appropriate level to ensure that graduates are prepared for success in college and the workplace.

Achieve's research suggests that for high school graduates to be prepared for success in postsecondary settings, they need to take four years of challenging mathematics — including content at least through Algebra II or its equivalent — and four years of rigorous English aligned with college- and career-ready standards.

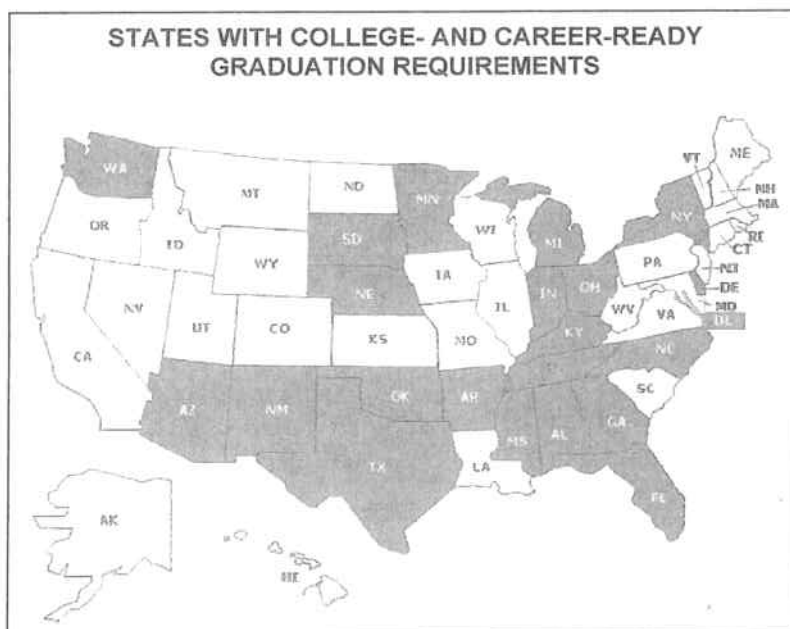
Twenty-One States Require All Students to Complete a College- and Career-Ready Curriculum

At the time of the Summit three years ago, only three states — *Arkansas, South Dakota and Texas* — had set their requirements at a level that would ensure that all graduates were prepared for success in college and the workplace. Today, 21 states — *Alabama, Arizona, Arkansas, Delaware, Florida, Georgia, Indiana, Kentucky, Michigan, Minnesota, Mississippi, Nebraska, New Mexico, New York, North Carolina, Ohio, Oklahoma, South Dakota, Tennessee, Texas and Washington* — and the *District of Columbia*, accounting for over half of students in the U.S., have elevated their high school diploma requirements to the college- and career-ready level.

States raising their course requirements to the level recommended by ADP have taken one of two approaches:

- Eight states and the District of Columbia have set *mandatory* course requirements without opt-out provisions.
- Thirteen states require students to automatically enroll in the “*default*” college- and career-ready curriculum but allow them to opt out of the requirements — typically mathematics requirements — if their parents sign a waiver.

Both approaches are designed to do away with the type of tracking that has long existed in American high schools and continues to leave many students unprepared for the world they enter after high school.



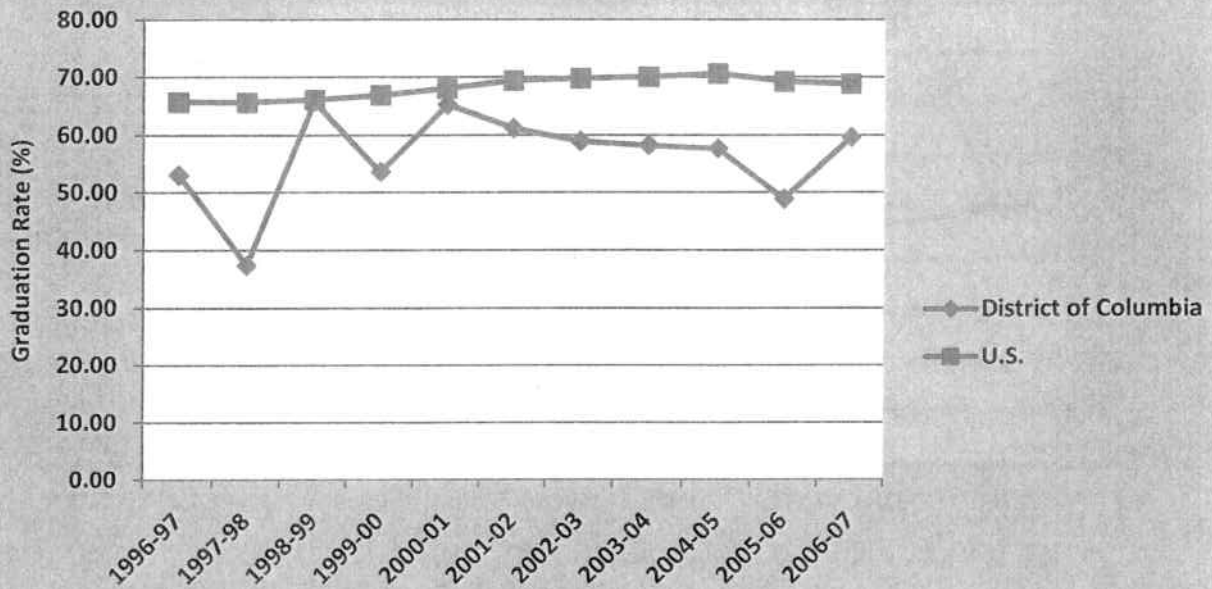


STATE COLLEGE- AND CAREER-READY HIGH SCHOOL GRADUATION REQUIREMENTS

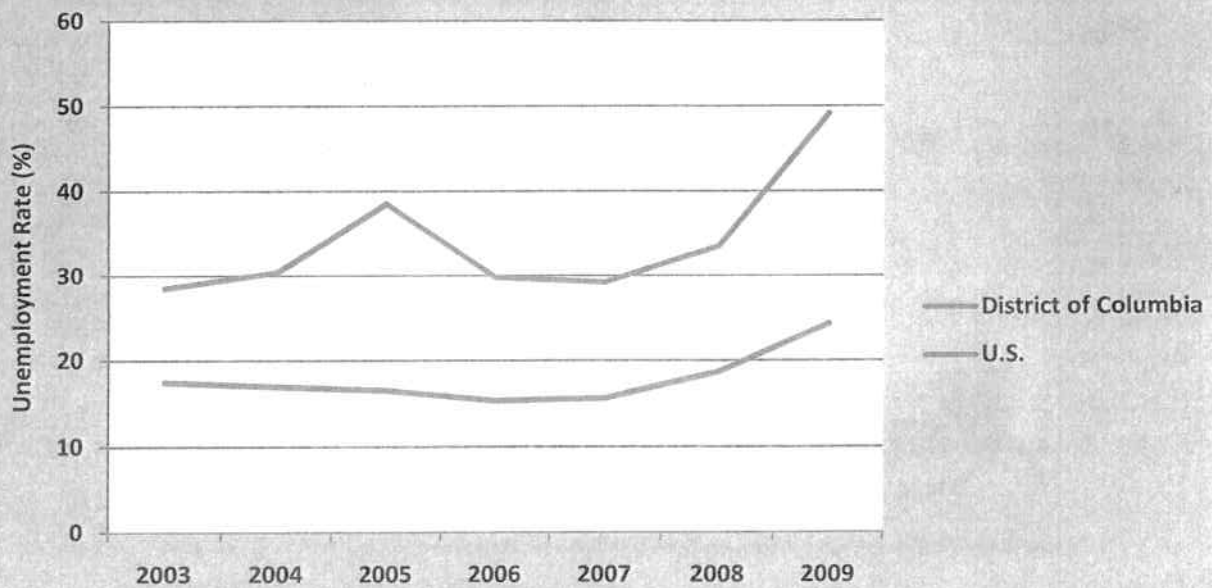
STATE DIPLOMA	YEAR NEW REQUIREMENTS PASSED	1 st IMPACTED EXPECTED GRADUATING CLASS	REQUIREMENT	# OF REQUIRED CREDITS	CHANGE IN TOTAL REQUIRED CREDITS
ALABAMA FIRST CHOICE DIPLOMA	2008	2013	Default	24	0
ARIZONA HIGH SCHOOL DIPLOMA	2007	2013	Default	22	+2
ARKANSAS SMART CORE	2004	2010	Default	22	0
DELAWARE HIGH SCHOOL DIPLOMA	2006	2011 (2013: For Lang Added)	Mandatory	24	+2
DISTRICT OF COLUMBIA HIGH SCHOOL DIPLOMA	2007	2011	Mandatory	24	+0.5
FLORIDA HIGH SCHOOL DIPLOMA	2010	2015	Mandatory	24	0
GEORGIA HIGH SCHOOL DIPLOMA	2007	2012	Mandatory	23	+1
INDIANA CORE 40	2005	2011	Default	20	0
KENTUCKY DIPLOMA	2006	2012	Mandatory	22	0
MICHIGAN MERIT CURRICULUM	2006	2011 (2016: For Lang Added)	Default	18	+18
MINNESOTA HIGH SCHOOL DIPLOMA	2006	2015	Mandatory	21.5	0
MISSISSIPPI HIGH SCHOOL DIPLOMA	2006	2012	Default	24	+4
NEBRASKA HIGH SCHOOL DIPLOMA	2009	2015	Mandatory	20	0
NEW MEXICO DIPLOMA OF EXCELLENCE	2007	2013	Default	24	+1
NEW YORK REGENTS DIPLOMA	2005	2010	Mandatory	22	0
NORTH CAROLINA FUTURE-READY CORE	2007	2013	Default	21	+1
OHIO CORE	2007	2014	Default	20	0
OKLAHOMA COLLEGE-PREP & WORK-READY CURRICULUM	2005	2010	Default	23	0
SOUTH DAKOTA ADVANCED HIGH SCHOOL DIPLOMA	2005	2010	Default	22	0
TENNESSEE READY CORE	2008	2013	Mandatory	22	+2
TEXAS RECOMMENDED HIGH SCHOOL PROGRAM	2003/2006*	2008/2011	Default	26	+4
WASHINGTON CORE 24	2008	2013/2016**	Default	24	+5

*The Texas RHSP was first established as the default diploma requirement for all students in 2003 – impacting the class of 2008 – and included three math credits through Algebra II. In 2006 – impacting the class of 2011 – a fourth year of math was added to RHSP.

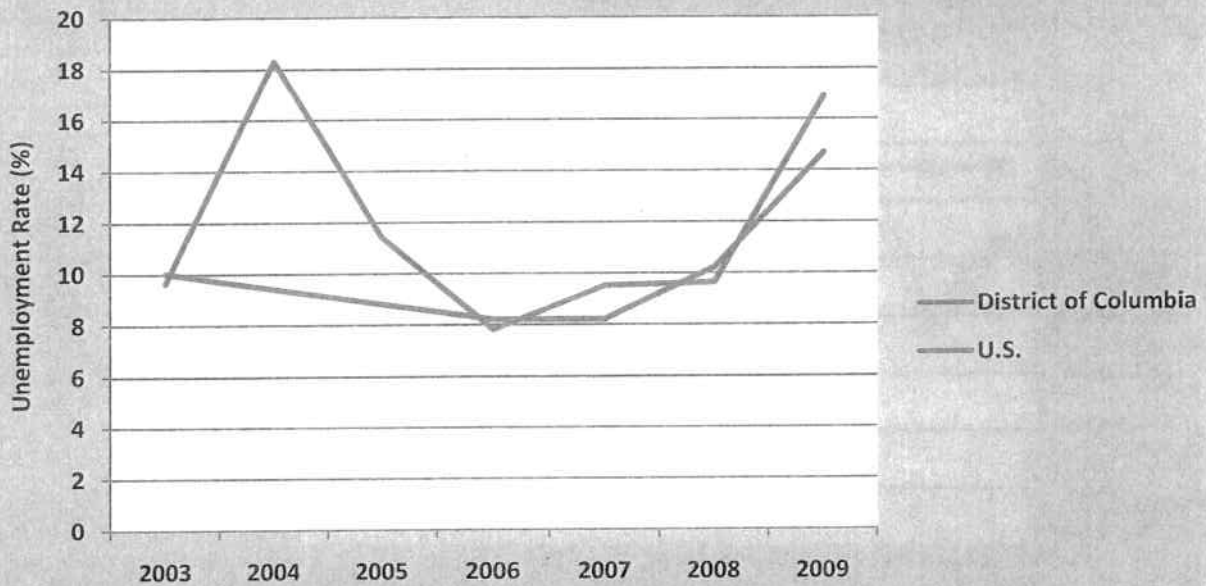
** The full Washington Core 24 requirements will be in place in 2016, but the Algebra II requirement will be phased in for the class of 2013.

Figure (#): Graduation Rates (1996-2007)

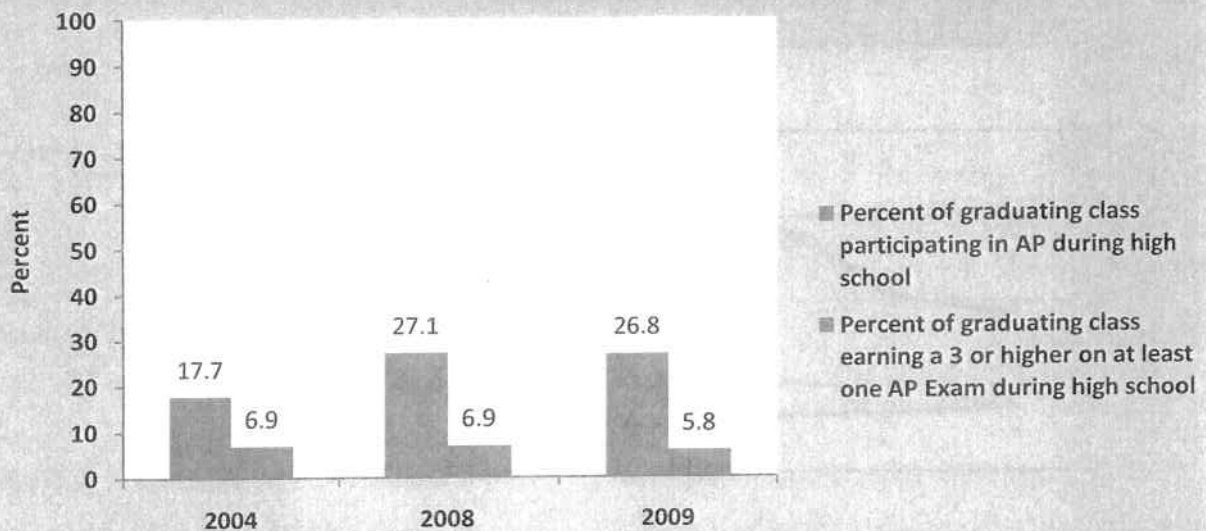
SOURCE: EPE Research Center, 2010

Figure (#): Youth Unemployment, Ages 16-19

SOURCE: The Bureau of Labor Statistics, Current Population Survey

Figure (#): Youth Unemployment, Ages 20-24

SOURCE: The Bureau of Labor Statistics, Current Population Survey

Figure (#): AP Participation & Performance in the District of Columbia

SOURCE: College Board, 6th Annual Report to the Nation

Figure (#): Percent of District of Columbia Students Who Took an AP Exam, by Subject

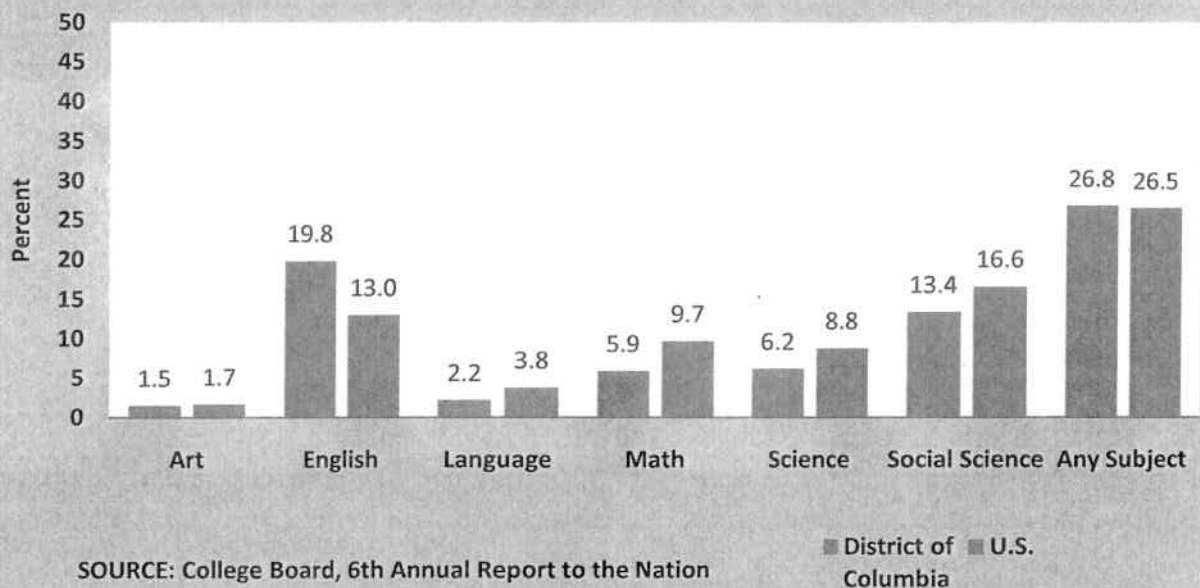


Figure (#): Low-Income Students' AP Participation & Performance in the District of Columbia

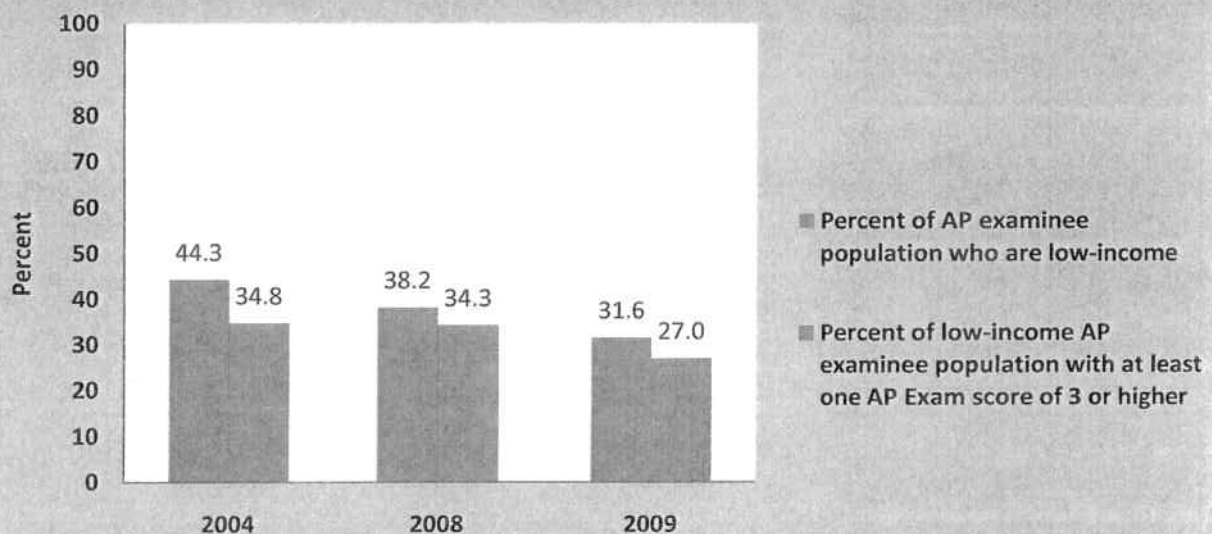
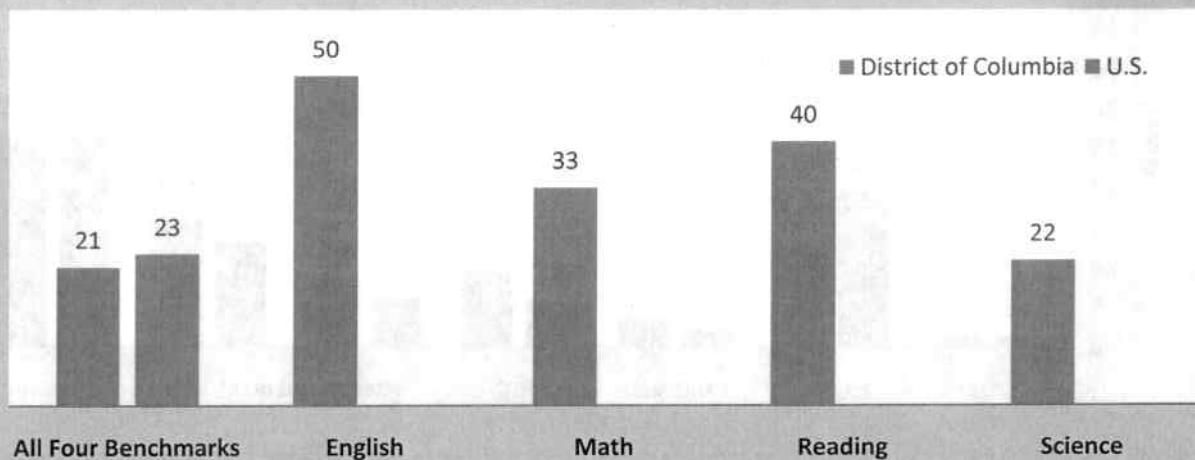
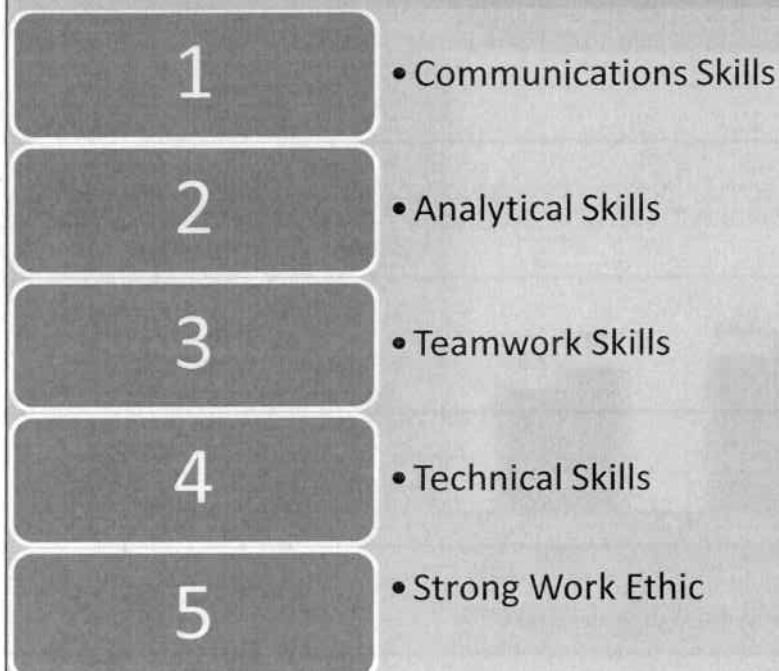


Figure (#): Percent of 2009 ACT-Tested Graduates Meeting College-Readiness Benchmarks



SOURCE: ACT, Measuring College and Career Readiness: The Class of 2009

Figure (#): Employers' Top Five Candidate Skills



SOURCE: National Association of Colleges and Employers, Job Outlook 2010 Survey

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